

JONESVILLE HIGH

131 North Main Street
Jonesville, SC 29353

GRADES 7-12 Middle School

ENROLLMENT 368 Students

PRINCIPAL Richard A. Baldwin, Ph.D. 864-674-5272

SUPERINTENDENT Thomas White 864-429-1740

BOARD CHAIR Jane Hammett 864-427-7081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	5	23	19	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Good	No
2004	Below Average	Unsatisfactory	No

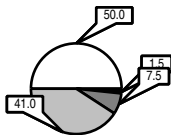
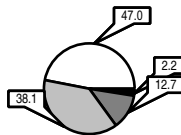
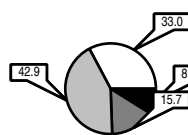
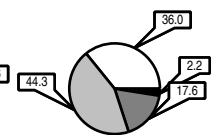
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

99.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Middle Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	89	100.0	55.8	28.6	15.6	N/A	15.6
	Grade 8	72	100.0	24.2	59.1	16.7	N/A	16.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	62	95.2	43.1	43.1	13.8	N/A	13.8
	Grade 8	78	98.7	49.4	35.1	11.7	3.9	15.6

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	89	100.0	48.7	44.9	3.8	2.6	6.4
	Grade 8	72	100.0	30.3	63.6	6.1	N/A	6.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	62	95.2	41.4	43.1	13.8	1.7	15.5
	Grade 8	78	100.0	57.7	38.5	2.6	1.3	3.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 368)				
Students enrolled in high school credit courses (grades 7 & 8)	13.7%	Up from 4.5%	13.4%	14.6%
Retention rate	7.0%	N/A	4.2%	3.0%
Attendance rate	99.5%	Up from 99.0%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.2%		6.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.5%		5.7%	5.3%
Eligible for gifted and talented	11.6%	Down from 11.9%	13.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.3%	Up from 15.5%	14.6%	13.9%
Older than usual for grade	5.7%	Up from 4.3%	4.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Up from 0.5%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	32.1%	Down from 34.5%	47.8%	48.7%
Continuing contract teachers	92.9%	Up from 86.2%	82.4%	81.7%
Highly qualified teachers**	95.7%	N/A	93.1%	90.4%
Teachers with emergency or provisional certificates	0.0%		4.0%	5.3%
Teachers returning from previous year	87.8%	Up from 82.7%	84.2%	85.1%
Teacher attendance rate	95.0%	Up from 94.8%	94.9%	94.8%
Average teacher salary	\$36,851	Up 0.2%	\$39,168	\$40,566
Prof. development days/teacher	14.7 days	Up from 10.2 days	10.8 days	11.0 days
School				
Principal's years at school	1.0	Up from 0.0	3.5	3.3
Student-teacher ratio in core subjects	19.2 to 1	Down from 20.8 to 1	20.2 to 1	21.3 to 1
Prime instructional time	93.5%	Up from 92.4%	89.0%	89.3%
Dollars spent per pupil*	\$5,518	Up 5.6%	\$5,611	\$5,821
Percent of expenditures for teacher salaries*	63.2%	Up from 62.1%	61.9%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	77.4%	Up from 76.2%	94.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jonesville High School continued its proud tradition of providing quality education in academics in the year 2003-2004. The school received a state rating of "Excellent" on improvement as it continued to improve its absolute rating. Also, Jonesville High School was named as one of the recipients of the 2004 Palmetto Gold Award. The extraordinary effectiveness of the academic program is reflected in the many accomplishments of our students. Many of our graduating seniors were offered scholarship opportunities at colleges and universities. 100% of our students taking the end-of-course exam in Algebra I and 90% of our students taking the end-of-course exam in Math Tech II successfully passed the exam.

Jonesville High School is committed to providing high school experiences that develop the whole young person. The curriculum at Jonesville High offers a wide array of opportunities in the arts, music, academics, and athletics. Jonesville continues to seek new programs to expand services to our diverse population. The after-school extended day program, the daily SAT Vocabulary program, the SAT preparation program, the daily Enrichment classes, the Saturday Academy, Writing Across the Curriculum, the Plato Lab, Advanced Placement classes, the drama program, the constricted curriculum, and the Honors program all give students at Jonesville High opportunities to reach their maximum potential.

Jonesville high School is committed to providing a safe environment where all students are encouraged to strive for excellence. Jonesville has a challenging curriculum and a dedicated and caring faculty and staff who work diligently to support and encourage all students.

We look forward to the 2004-2005 school year and the challenges that face us. It is with confidence that we commit to serving our students and working as partners with the community of Jonesville in providing the best educational opportunities possible.

Danny Harvey, School Improvement Council Chairman
Dr. Richard Baldwin, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	0	0
Percent satisfied with learning environment	89.7%	N/R	N/R
Percent satisfied with social and physical environment	93.1%	N/R	N/R
Percent satisfied with home-school relations	66.7%	N/R	N/R

*Only students at the highest middle school grade level at this school and their parents were included.